

Missouri Assessment Program Grade-Level Assessments



Guide to Interpreting Results

Summative Assessments
*English Language Arts,
Mathematics, and Science*

April 2024

TABLE OF CONTENTS

INTRODUCTION..... 1
Educational Assessment: A Primary Tool 1

ASSESSMENT TERMS AND TYPES OF SCORES 3
MAP Scale Score.....3
Performance Levels 4
Lowest Obtainable Scale Score and Non-Participant 4
Standard Error of Measurement 4
Performance Level Descriptors 4
English Language Arts, Reporting Performance-Level Descriptors 5
Mathematics, Reporting Performance-Level Descriptors 11
Science, Reporting Performance-Level Descriptors 14

SAMPLE REPORTS..... 16
Individual Student Report (ISR)..... 16
Student Report Label..... 19

INTERACTIVE REPORTS..... 20
Student Roster Report..... 22
Item Summary Reports 23
Results Summary Reports 25
Lexile/Quantile Roster..... 28
Reporting Category Summary Reports 29
Batch Downloads..... 31
View Reports..... 32

NOTICE OF NON-DISCRIMINATION 33

INTRODUCTION

Educational Assessment: A Primary Tool

Assessment, or testing, fulfills a vital role in today's educational environment. Assessment results often are a major force in shaping public perceptions about the capabilities of our students and the quality of our schools. As a primary tool for educators and policymakers, assessment is used for many important purposes. Educators use assessment results to help improve teaching and learning and to evaluate programs and schools. Policy decisions are often based, in part, on assessment data. Because of its important role, educational assessment is used in every classroom, school, district, and state. It is vital to innovation, higher standards, and educational excellence.

Originally developed in response to Missouri's Outstanding Schools Act of 1993, the **Missouri Assessment Program (MAP)** encompasses several statewide assessments that meet state and federal statutory requirements. **MAP Grade-Level Assessments** are administered to students in grades 3 through 8 to determine their progress toward the Show-Me Standards/Missouri Learning Standards. As directed by the Outstanding Schools Act, the Show-Me Standards were developed by the Missouri Department of Elementary and Secondary Education (DESE), in cooperation with teachers, school administrators, parents, and business professionals throughout the state, to identify the knowledge, skills, and competencies that Missouri students should acquire prior to graduating from high school. For a more detailed explanation of the Show-Me Standards, refer to the DESE website (<https://dese.mo.gov/college-career-readiness/curriculum/show-me-standards>). The Missouri Learning Standards articulate the Show-Me Standards in each content area across the grade levels. MAP Grade-Level Assessment items are aligned with the Missouri Learning Standards, which are available on the DESE website (<http://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>).

The spring 2024 Grade-Level MAP includes the following required assessments:

English Language Arts (ELA)—Grades 3–8

Mathematics—Grades 3–8

Science—Grades 5 and 8

The ELA assessments for students in grades 3, 5, 6, and 7 required approximately 1¼ to 3¼ hours of test administration time. The ELA assessments for students in grades 4 and 8 required approximately 2¾ to 5 hours. The Mathematics assessments for students in grades 3–8 required approximately 1¼ to 2½ hours. In addition, students in grades 5 and 8 took a Science assessment that required an additional 1¾ to 2¾ hours of test administration. All assessments were administered online, unless students required a Braille, Large Print, or paper/pencil form as an accommodation.

For all grade levels (3 through 8), the MAP Grade-Level Assessments in ELA and Mathematics include multiple item types. **Selected-response items** (also known as multiple-choice) present students with a question followed by three or more response options. **Short-text items** require students to type an appropriate response. **Technology-enhanced items** use innovative technology to allow students to demonstrate their knowledge in ways that are not possible using paper/pencil assessments. For example, the items may require students to drag and drop data into a table, click on "hot spots" within a graphic, or indicate their response on a grid. Selected-response, short-text, and technology-enhanced items are machine scored. Refer to Section 2.5 of the Test Coordinator's Manual (TCM) for a full list of item types.

The ELA assessments in grades 4 and 8 also include a **writing prompt**. Writing prompts are a special type of performance event in which a student demonstrates his or her proficiency at writing. The ELA writing prompt is scored by trained human readers using a 10-point rubric that evaluates organization and purpose, evidence and elaboration, and conventions. Additional information on the scoring guides/rubrics for the writing process can be found on the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>) under the Assessment Resources tab.

The Mathematics assessments in all grades include performance events (PEs). The PEs are designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. At grades 3–8, performance events include hand-scored constructed-response items. Mathematics constructed-response items are scored by trained human readers using established scoring criteria.

The MAP Grade-Level Assessments in Science include selected-response items, technology-enhanced items, as well as **constructed-response items**, which require students to supply their answer (similar to short-text items). The student must recall and/or construct a response to the prompt; constructive response questions are conducive to higher level thinking skills. Science constructed-response items are scored by trained human readers using established scoring criteria.

The Department uses the information obtained through MAP to monitor the progress of Missouri's students toward meeting the Missouri Learning Standards in order to inform the public and the state legislature about student performance and to help make informed decisions about educational issues. The information obtained through MAP provides the academic performance data that drive student services throughout the state. The **MAP Grade-Level Assessment reports** provide useful information for determining the performance of individual students, as well as student performance at the classroom, building, district, and state levels.

ASSESSMENT TERMS AND TYPES OF SCORES

Familiarity with the testing terms and the types of scores used in the MAP reports and other components will help you interpret test information accurately and efficiently.

MAP Scale Score

Data Recognition Corporation (DRC), the MAP Grade-Level Assessments testing vendor, uses the student's correct responses to derive a MAP scale score. The scale score describes achievement on a continuum that spans in most cases the complete range of grades 3–8. These scores range in value from 160–650 for English Language Arts and from 185–660 for Mathematics. Science scale score ranges are 100–540 for grade 5 and 285–710 for grade 8. Scale scores for English Language Arts, Mathematics, and Science are computed for the total test and for each reporting category.

The total test scale score is based on student performance on the entire test and indicate a student's overall achievement in English Language Arts, Mathematics, or Science. Higher scale scores indicate higher performance on the test and lower scale scores indicate lower performance on the test.

The reporting category scale score is based on student performance on a subset of test questions measuring a given content category (or domain) of English Language Arts, Mathematics, and Science. These scores represent student performance on the test reporting categories which are listed below:

English Language Arts Grades 3 through 8

- Reading
- Research
- Writing
- Listening

Mathematics Grades 3, 4 and 5

- Number Sense and Operations in Base Ten
- Number Sense and Operations in Fractions
- Relationships and Algebraic Thinking
- Geometry and Measurement & Data and Statistics

Mathematics Grades 6 and 7

- Ratios and Proportional Relationships
- Number Sense and Operations
- Expressions, Equations and Inequalities
- Geometry and Measurement & Data Analysis, Statistics and Probability

Mathematics Grade 8

- Number Sense and Operations & Expressions, Equations and Inequalities
- Geometry and Measurement & Data Analysis, Statistics and Probability
- Functions

Science Grades 5 and 8

- Physical Science
- Life Science
- Earth and Space Sciences

Each reporting category is measured by a minimum of 6 items yielding a minimum of 8 raw score points. Mathematics domains with fewer than 6 items were combined with other domains to increase the reliability of the reporting category scale scores.

Performance Levels

Student performance on the total test can be reported in terms of four performance levels that describe a pathway to proficiency and *college and career readiness*. Each performance level represents standards of performance for English Language Arts, Mathematics, and Science. Panels drawn from education, business, and professional communities determined the performance standards. Performance-level scores provide a description of what students can do in terms of the content and skills assessed, as described in the Missouri Learning Standards. Performance levels are not determined for reporting categories. Instead, a student's reporting category score can be compared to the total test score that separates *Basic* level from *Proficient* level.

Lowest Obtainable Scale Score and Non-Participant

Within each grade level and content area, a Lowest Obtainable Scale Score (LOSS) is established for students whose scores are below the level expected by guessing. Students with certain accommodations that impact the construct being assessed (e.g., read-aloud of ELA passages for students in grades 3–5) also receive a LOSS. In cases where results are invalidated because of conflict of applied accommodation(s) with the content measured on the test, the reporting category scores are still computed to provide information about students' performance on subsets of items.

A student may receive "Non-Participant" (LND) instead of a MAP scale score. Students who receive Non-Participant are not assigned to a performance level. Students may receive Non-Participant for the following reasons:

- A student is absent for all testing sessions for a particular content area or did not complete enough items to receive a MAP score.

Standard Error of Measurement

No test provides a perfect measure of a student's ability. This situation is expected because all tests have a known Standard Error of Measurement (SEM). The SEM reports the amount of variability that can be expected in a student's test score due to the inherent imprecision of the test. In other words, the SEM represents a range of scale scores in which the student's score would likely fall if the student took the same test again. The SEM around the English Language Arts, Mathematics, and Science total test and reporting category scale scores is included, in a graphical format, in the Individual Student Report and will be reported in the 2024 MAP Technical Report.

Performance Level Descriptors

Performance level descriptors (PLDs) summarize the knowledge, skills, and abilities expected of students in each of Missouri's four performance levels – Advanced, Proficient, Basic and Below Basic. At all performance level settings, Missouri educators used the PLDs in conjunction with the content standards to consider the content-based expectations for students in each performance level on each MAP test. The descriptors for reporting establish a frame of reference for understanding how to interpret test scores, particularly cut scores. To determine validity of the intended interpretation of the MAP scores, it is essential to understand that descriptors were established in a collaborative and participatory process. For a more detailed description of the PLDs refer to the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>).

PERFORMANCE-LEVEL DESCRIPTORS

English Language Arts, Reporting Performance-Level Descriptors

Grade 3

Below Basic

Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing or exhibit little command of the conventions of standard English.

MAP score range: 160–330

Basic

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently, partially, or with below-grade-level text; in reading processes responding to both literary and informational texts (in minimal genres); and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply some strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

MAP score range: 331–363

Proficient

Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adept command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text and media (in different genres) and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit a competent command of the conventions of standard English.

MAP score range: 364–394

Advanced

Students performing at the Advanced level on the Missouri Assessment Program demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently, precisely, and expertly in reading processes in responding to literary and informational text and media (in different genres) and in writing, listening, and speaking forms efficiently and effectively for different audiences and purposes. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts at a more complex level, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize, develop, and reflect/analyze their own writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit an extensive command of the conventions of standard English.

MAP score range: 395–560

For a more detailed description of the PLDs refer to the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>).

Grade 4

Below Basic

Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing or exhibit little command of the conventions of standard English.

MAP score range: 170–336

Basic

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently, partially, or with below-grade-level text; in reading processes responding to both literary and informational texts (in minimal genres); and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply some strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

MAP score range: 337–387

Proficient

Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adept command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text and media (in different genres) and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit a competent command of the conventions of standard English.

MAP score range: 388–418

Advanced

Students performing at the Advanced level on the Missouri Assessment Program demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently, precisely, and expertly in reading processes in responding to literary and informational text and media (in different genres) and in writing, listening, and speaking forms efficiently and effectively for different audiences and purposes. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts at a more complex level, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize, develop, and reflect/analyze their own writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit an extensive command of the conventions of standard English.

MAP score range: 419–570

For a more detailed description of the PLDs refer to the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>).

Grade 5

Below Basic

Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing or exhibit little command of the conventions of standard English.

MAP score range: 210–350

Basic

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently, partially, or with below-grade-level text; in reading processes responding to both literary and informational texts (in minimal genres); and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply some strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

MAP score range: 351–402

Proficient

Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adept command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text and media (in different genres) and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit a competent command of the conventions of standard English.

MAP score range: 403–430

Advanced

Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text, and in writing efficiently. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an adequate command of the conventions of standard English.

MAP score range: 431–600

For a more detailed description of the PLDs refer to the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>).

Grade 6

Below Basic

Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing or exhibit little command of the conventions of standard English.

MAP score range: 230–370

Basic

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes responding to both literary and informational texts and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply few strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

MAP score range: 371–412

Proficient

Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and competently in reading processes in responding to literary and informational texts and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing and exhibit a competent command of the conventions of standard English.

MAP score range: 413–437

Advanced

Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational texts and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an extensive command of the conventions of standard English.

MAP score range: 438–620

For a more detailed description of the PLDs refer to the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>).

Grade 7

Below Basic

Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing or exhibit little command of the conventions of standard English.

MAP score range: 240–383

Basic

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes responding to both literary and informational texts and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply few strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

MAP score range: 384–434

Proficient

Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and competently in reading processes in responding to literary and informational texts and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing and exhibit a competent command of the conventions of standard English.

MAP score range: 435–455

Advanced

Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational texts and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an extensive command of the conventions of standard English.

MAP score range: 456–630

For a more detailed description of the PLDs refer to the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>).

Grade 8

Below Basic

Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes in responding to literary and informational text and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts and media. They demonstrate little understanding of literary forms and apply few strategies for accessing information while rarely taking into account credibility of sources. They demonstrate little or no ability to organize and/or develop writing. Students exhibit little command of the conventions of standard English.

MAP score range: 250–392

Basic

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or limited command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes in responding to literary and informational text and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend, interpret, and support an analysis of a variety of texts and media. They demonstrate a partial understanding of literary forms and inconsistently apply few strategies for accessing and summarizing information while occasionally taking into account credibility of sources. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

MAP score range: 393–442

Proficient

Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and competently in reading processes in responding to literary and informational text and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend, interpret, and support an analysis of a variety of texts and media. They demonstrate an understanding of literary forms and apply strategies for accessing and summarizing information while regularly taking into account credibility of sources. They demonstrate a sufficient ability to organize and develop writing and exhibit a competent command of the conventions of standard English.

MAP score range: 443–475

Advanced

Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an extensive command of the conventions of standard English.

MAP score range: 476–650

For a more detailed description of the PLDs refer to the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>).

Mathematics, Reporting Performance-Level Descriptors

Grade 3

Below Basic

Below Basic do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students need substantial academic support to be prepared for the next grade level or course and to be on track for *college and career readiness*.

MAP score range: 185–325

Basic

Basic demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students need additional academic support to ensure success in the next grade level or course and to be on track for *college and career readiness*.

MAP score range: 326–361

Proficient

Proficient demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations, and uses clear and precise language when communicating mathematical understanding. The students are prepared for the next grade level or course and are on track for *college and career readiness*.

MAP score range: 362–389

Advanced

Advanced demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students are well prepared for the next grade level or course and are well prepared for *college and career readiness*.

MAP score range: 390–520

Grade 4

Below Basic

Below Basic do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students need substantial academic support to be prepared for the next grade level or course and to be on track for *college and career readiness*.

MAP score range: 210–357

Basic

Basic demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students need additional academic support to ensure success in the next grade level or course and to be on track for *college and career readiness*.

MAP score range: 358–386

Proficient

Proficient demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations, and uses clear and precise language when communicating mathematical understanding. The students are prepared for the next grade level or course and are on track for *college and career readiness*.

MAP score range: 387–412

Advanced

Advanced demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students are well prepared for the next grade level or course and are well prepared for *college and career readiness*.

MAP score range: 413–540

For a more detailed description of the PLDs refer to the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>).

Grade 5

Below Basic

Below Basic do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students need substantial academic support to be prepared for the next grade level or course and to be on track for *college and career readiness*.

MAP score range: 250–376

Basic

Basic demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students need additional academic support to ensure success in the next grade level or course and to be on track for *college and career readiness*.

MAP score range: 377–409

Proficient

Proficient demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations, and uses clear and precise language when communicating mathematical understanding. The students are prepared for the next grade level or course and are on track for *college and career readiness*.

MAP score range: 410–434

Advanced

Advanced demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students are well prepared for the next grade level or course and are well prepared for *college and career readiness*.

MAP score range: 435–570

Grade 6

Below Basic

Below Basic do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students need substantial academic support to be prepared for the next grade level or course and to be on track for *college and career readiness*.

MAP score range: 260–387

Basic

Basic demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students need additional academic support to ensure success in the next grade level or course and to be on track for *college and career readiness*.

MAP score range: 388–416

Proficient

Proficient demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations, and uses clear and precise language when communicating mathematical understanding. The students are prepared for the next grade level or course and are on track for *college and career readiness*.

MAP score range: 417–437

Advanced

Advanced demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students are well prepared for the next grade level or course and are well prepared for *college and career readiness*.

MAP score range: 438–580

For a more detailed description of the PLDs refer to the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>).

Grade 7

Below Basic

Students do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These students need substantial academic support to be prepared for the next grade level or course and to be on track for *college and career readiness*.

MAP score range: 270–393

Basic

Students demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These students need additional academic support to ensure success in the next grade level or course and to be on track for *college and career readiness*.

MAP score range: 394–434

Proficient

Students demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These students are prepared for the next grade level or course and are on track for *college and career readiness*.

MAP score range: 435–461

Advanced

Students demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These students are well prepared for the next grade level or course and are well prepared for *college and career readiness*.

MAP score range: 462–600

Grade 8

Below Basic

Students do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These students need substantial academic support to be prepared for the next grade level or course and to be on track for *college and career readiness*.

MAP score range: 310–419

Basic

Students demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These students need additional academic support to ensure success in the next grade level or course and to be on track for *college and career readiness*.

MAP score range: 420–467

Proficient

Students demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These students are prepared for the next grade level or course and are on track for *college and career readiness*.

MAP score range: 468–505

Advanced

Students demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These students are well prepared for the next grade level or course and are well prepared for *college and career readiness*.

MAP score range: 506–660

For a more detailed description of the PLDs refer to the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>).

Science, Reporting Performance-Level Descriptors

Grade 5

Below Basic

A 5th grade student performing at Below Basic seldom applies science and engineering practices to explain phenomena and design solutions to problems in the natural and the designed world. The student occasionally identifies models and information to identify patterns in data, and to describe parts of systems. The student infrequently recognizes trends in the data collected during an investigation in order to answer questions or to identify possible solutions to problems. The student occasionally uses data and basic computational thinking to explain the cause and effect relationships.

MAP score range: 100–274

Basic

A 5th grade student performing at Basic applies, with support, science and engineering practices to explain phenomena and design solutions to problems in the natural and the designed world. The student uses models and information to support arguments and explanations, to identify patterns in data, and to describe relationships among parts of systems. The student identifies the data to collect in an investigation in order to answer questions or to describe possible solutions to problems. The student uses data and basic computational thinking to support arguments and explanations about cause and effect relationships.

MAP score range: 275–309

Proficient

A 5th grade student performing at Proficient effectively applies science and engineering practices to explain phenomena and design solutions to problems in the natural and the designed world. The student develops and uses models and information to construct arguments and explanations and to identify and describe patterns in data and system characteristics. The student asks questions that can be investigated and designs solutions to problems that meet given criteria and constraints. The student uses data and mathematical and computational thinking to construct arguments and explanations about cause and effect relationships.

MAP score range: 310–343

Advanced

A 5th grade student performing at Advanced effectively, consistently, and appropriately applies science and engineering practices to explain phenomena and design solutions to problems in the natural and the designed world. The student evaluates models and information and revises arguments and explanations by analyzing patterns in data, cause and effect relationships, and system interactions. The student conducts investigations to collect data in order to answer questions and uses criteria and constraints to evaluate solutions to a problem. The student uses mathematical and computational thinking and scientific reasoning to analyze and interpret data in order to evaluate arguments and explanations about cause and effect relationships.

MAP score range: 344–540

For a more detailed description of the PLDs refer to the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>).

Grade 8

Below Basic

An 8th grade student performing at Below Basic seldom applies science and engineering practices to explain phenomena and design solutions to problems in the natural and the designed world. The student occasionally identifies models, information, and patterns in data to describe relationships among parts of systems and to make predictions about how systems change over time. The student infrequently recognizes trends in the data collected during an investigation in order to identify the relationship between two variables. The student can sometimes identify a solution to a problem. The student occasionally uses data and basic mathematical thinking to explain the cause and effect relationships among parts of systems.

MAP score range: 285–467

Basic

An 8th grade student performing at Basic applies, with support, science and engineering practices to explain phenomena and design solutions to problems in the natural and the designed world. The student uses models, information, and patterns in data to describe relationships among parts of systems and to make predictions about how systems change over time. The student describes the data to collect in an investigation in order to identify the relationship between two variables. The student identifies a solution to a problem that meets given criteria for success. The student uses data and basic mathematical thinking to support arguments and explanations about cause and effect relationships among parts of systems.

MAP score range: 468–509

Proficient

An 8th grade student performing at Proficient effectively applies science and engineering practices to explain phenomena and design solutions to problems in the natural and the designed world. The student develops models and uses information and patterns in data to describe relationships among parts of systems and to identify scientific principles, which can be used to make predictions about how systems change over time. The student asks questions and plans investigations to determine the relationship between two variables. The student identifies criteria and constraints and uses patterns in data to evaluate solutions to problems. The student uses data and mathematical and computational thinking to construct arguments and explanations about how parts of a system depend on each other.

MAP score range: 510–536

Advanced

An 8th grade student performing at Advanced effectively, consistently, and appropriately applies science and engineering practices to explain phenomena and design solutions to problems in the natural and the designed world. The student evaluates how well models, information, and patterns in data describe relationships among parts of systems, and uses scientific principles and reasoning to make predictions about how systems change over time. The student plans and evaluates investigations designed to determine the relationship between two variables. The student uses patterns in data to determine which solution to a problem best meets the criteria for success. The student uses data, mathematical and computational thinking, and scientific reasoning to construct and evaluate arguments and explanations about how parts of a system depend on each other.

MAP score range: 537–710

For a more detailed description of the PLDs refer to the DESE website (<https://dese.mo.gov/quality-schools/assessment/grade-level>).

SAMPLE REPORTS

Individual Student Report (ISR)

The Individual Student Report (ISR) provides information about performance on the MAP Grade-Level Assessments in English Language Arts, Mathematics, and Science, describing results in terms of four levels of performance in a content area. This information may be used for instructional planning, as a point of reference during a parent/teacher conference, and for permanent record keeping. Other sources of information, such as classroom performance, should be used along with this report when determining the student's areas of strength or need.

Performance-level scores describe what students can do in terms of the content and skills assessed by the MAP. Because the English Language Arts, Mathematics, and Science Missouri Learning Standards are grounded in expectations for *college and career readiness*, the MAP Grade-Level Assessments are designed to measure each student's progress toward meeting those expectations. Teachers, students, and parents/guardians can use this information, in addition to how the student performs in the classroom, to determine what skills and abilities need to be acquired to enable the student to progress to higher performance levels. A student in the Proficient or Advanced level has met the standard. Students in the Below Basic and Basic levels have typically mastered some foundational skills described in those levels; however, additional learning is needed for students to achieve the deeper levels of understanding and application outlined within the Missouri Learning Standards.

Performance levels are not determined for reporting categories. Instead, a student's reporting category score can be compared to the total test score that separates *Basic* level from *Proficient* level.

The ISRs are available via the Portal Interactive Reports menu under the Roster, Batch Download, and View Reports tabs.

The following pages contain sample Individual Student Reports.

Sample Individual Student Report

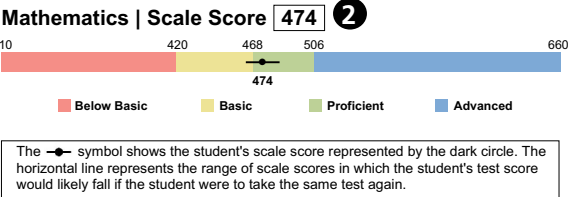


Student Name: SAMPLE, STUDENT
Grade: 8
Student ID: TEST999999
Test Date: Spring 2024

1

District Name: SAMPLE DISTRICT
School Name: SAMPLE SCHOOL

Missouri Assessment Program (MAP)
MAP tests are a series of assessments for English language arts, mathematics, and science at grades 3-8; and English language arts, mathematics, science, and social studies in high school. These assessments are designed to check student learning to find out if Missouri students are reaching the Grade-Level Expectations defined in the Missouri Learning Standards.



Performance Level: Proficient **3**

Proficient demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations, and uses clear and precise language when communicating mathematical understanding. The students are prepared for the next grade level or course and are on track for college and career readiness.

Quantile® Measure: 1050Q **4**

A Quantile measure can be interpreted as an estimate of a student's readiness for mathematics instruction. Planning mathematics learning that falls within a Quantile range of 50Q below to 50Q above the student's Quantile measure supports optimal learning of new mathematical skills and concepts. Refer to the Lexile & Quantile Hub® for Quantile tools at <https://hub.lexile.com/>. When a Quantile measure is below 0Q, an EM (Emerging Mathematician) code is reported with the measure in place of a negative sign.

Mathematics | Reporting Category Scale Scores **5**

Category	310	Student Results	660
Num. Sense & Operations + Expressions, Equations & Inequalities**		468*	
Geometry & Measurement + Data Analysis, Stats & Probability**		483	
Functions		453	

The —●— symbol shows the student's reporting category score represented by the dark circle. The horizontal line represents the range of reporting category scale scores in which the student's score would likely fall if the student were to take the same test again.

* This value represents the total scale score that separates Basic level from Proficient level.
** Categories were combined in cases where one or both categories did not have a sufficient number of items for reliable reporting. Combined categories yield at least 8 raw score points, which is a minimum number of points required for computation of category scale scores.



For more information on the MAP student report, please visit the Missouri Department of Elementary and Secondary Education website at <https://dese.mo.gov/media/pdf/asmt-map-info-parents>.

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- 1 Student Demographic Information.** This area of the report is reserved for the name and demographic data of the student taking the assessment.
- 2 Scale Score.** This is the student's scale score.
- 3 Performance Level.** This is the student's Performance Level.
- 4 Quantile Measure.** This is the student's Quantile Measure.
- 5 Reporting Category Scale Score.** This is the student's scale score for each of the listed reporting categories. NOTE: The scale score is not an average of the reporting category scale scores. The ranges are different because they represent the standard error around the score which varies for each category.

Sample Individual Student Report



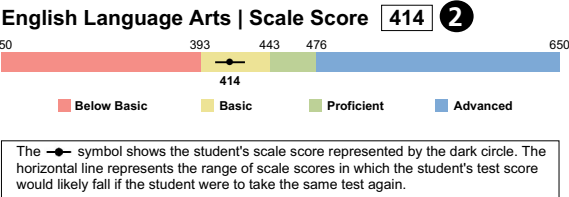
Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

**Student
Report**

Student Name: SAMPLE, STUDENT
Grade: 8
Student ID: TEST999999
Test Date: Spring 2024

1
District Name: SAMPLE DISTRICT
School Name: SAMPLE SCHOOL

Missouri Assessment Program (MAP)
MAP tests are a series of assessments for English language arts, mathematics, and science at grades 3-8; and English language arts, mathematics, science, and social studies in high school. These assessments are designed to check student learning to find out if Missouri students are reaching the Grade-Level Expectations defined in the Missouri Learning Standards.



Performance Level: Basic **3**

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or limited command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes in responding to literary and informational text and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend, interpret, and support an analysis of a variety of texts and media. They demonstrate a partial understanding of literary forms and inconsistently apply few strategies for accessing and summarizing information while occasionally taking into account credibility of sources. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

Lexile® Measure: 980L **4**


A Lexile measure can be interpreted as an estimate of a student's reading ability. Choosing books within a student's Lexile reading range of 100L below to 50L above the student's Lexile measure provides an appropriate challenge for *independent* reading and growth. Refer to the Lexile & Quantile Hub® for Lexile tools at <https://hub.lexile.com/>. When a Lexile measure is below 0L, a BR (Beginning Reader) code is reported with the measure in place of a negative sign.

English Language Arts | Reporting Category Scale Scores **5**

Category	250	Student Results	650
Reading		403	
Writing		448	
Research		427	
Listening	250		

The —●— symbol shows the student's reporting category score represented by the dark circle. The horizontal line represents the range of reporting category scale scores in which the student's score would likely fall if the student were to take the same test again.

* This value represents the total scale score that separates Basic level from Proficient level.



For more information on the MAP student report, please visit the Missouri Department of Elementary and Secondary Education website at <https://dese.mo.gov/media/pdf/asmt-map-info-parents>.

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- 1** **Student Demographic Information.** This area of the report is reserved for the name and demographic data of the student taking the assessment.
- 2** **Scale Score.** This is the student's scale score.
- 3** **Performance Level.** This is the student's Performance Level.
- 4** **Lexile Measure.** This is the student's Lexile Measure.
- 5** **Reporting Category Scale Score.** This is the student's scale score for each of the listed reporting categories. NOTE: The scale score is not an average of the reporting category scale scores. The ranges are different because they represent the standard error around the score which varies for each category.

Student Report Label

The MAP student report label is designed so that each student’s test results can be placed in the student’s permanent record. A label is provided for every student who participated in the spring 2024 administration of the MAP. The label presents a snapshot of the student’s results on the MAP. Separate labels are generated for each grade and content area; thus, a student will have multiple labels—one for each of the content areas administered within a grade.

Student report labels are available under the View Reports tab.

Sample Student Report Label

<div>MISSOURI ASSESSMENT PROGRAM</div> <div>SAMPLE, STUDENT1</div> <div>1</div> <div>Grade: Grade 4</div> <div>Test Date: 04/01/2024</div> <div>DOB: 01/01/2014</div> <div>MOSIS State ID: 1234567890</div>	Content Area	Mathematics
	Performance Level	Basic 2
	MAP Scale Score	376 3

- 1 Student Demographic Information.** The left side of the label lists the name and demographic data of the student taking the assessment.
- 2 Performance Level.** This is the student’s Performance Level.
- 3 Scale Score.** This is the student’s Scale Score for the content area listed at the top of the label.

INTERACTIVE REPORTS

All Missouri Assessment Program Grade-Level Summative reports are located on the DRC INSIGHT Portal (Portal) under the Interactive Reports menu.

The reports available for the Spring 2024 Summative Assessments, their location within the Portal Interactive Reports menu, the download file type, and user access roles are provided in the table below. Samples of these reports are provided in the next sections.

Table 1: Interactive Reports Tab Name, Reports Available, and User Access Roles

The table below shows the Tab Names/Reports as they will display within Interactive Reports, as well as the download file types and the user roles that have access to each report.

Tab Name	Reports Available	Download File Type	User Role Access District	User Role Access School
Dashboard	Landing page with navigation and report information.	--	X	X
Roster	Roster [table]	CSV, XLSX, PDF	X	X
	<ul style="list-style-type: none"> Individual Student Report (ISR) – Accessed via a hyperlink from the student's name on the Roster 	PDF	X	X
Item Summary	District View: Item Summary – District [table]	CSV, XLSX, PDF	X	--
	School View: Item Summary – School [table] <ul style="list-style-type: none"> Student Items [table] – Accessed via a hyperlink on the Item Summary – School 	CSV, XLSX, PDF	X	X
	Examiner View: Item Summary - Examiner [table] <ul style="list-style-type: none"> Student Items [table] – Accessed via a hyperlink on the Item Summary – Examiner 	CSV, XLSX, PDF	X	X
Results Summary	District View: Content Area – Percent of Performance for District [graph] Content Area – Percent of Performance for Schools [graph] Content Area – Average Scale Score for Schools [graph] District Summary [table] <ul style="list-style-type: none"> Reporting Categories Average Scale Score [graph] – Accessed via a hyperlink on the District Summary Content Area Summary [table] – Accessed via a hyperlink on the District Summary 	[graph] = PNG [table] = CSV, XLSX, PDF	X	--

Tab Name	Reports Available	Download File Type	User Role Access District	User Role Access School
Results Summary (continued)	School View: Content Area - Percent of Performance for School [graph] Content Area - Average Scale Score for School [graph] School Summary [table] Examiner Summary [table] <ul style="list-style-type: none"> Reporting Categories Average Scale Score [graph] – Accessed via hyperlinks on the School Summary and Examiner Summary Content Area Summary [table] – Accessed via hyperlinks on the School Summary and Examiner Summary 	[graph] = PNG [table] = CSV, XLSX, PDF	X	X
Lexile/Quantile Roster	Lexile and Quantile Roster [table]	CSV, XLSX, PDF	X	X
Reporting Category Summary	District View: Reporting Category Summary – District [table] Reporting Category Summary – State Overall [table] Reporting Category Summary – District Overall [table]	CSV, XLSX, PDF	X	--
	School View: Reporting Category Summary – School [table] Reporting Category Summary – State Overall [table] Reporting Category Summary – District Overall [table]	CSV, XLSX, PDF	X	X
Batch Download	Student Test Item File <ul style="list-style-type: none"> Download Report = Downloads a file for the parameters selected 	CSV	X	X
	Reporting Category Report <ul style="list-style-type: none"> Download Report = Downloads a file for the parameters selected 	CSV	X	X
	Individual Student Report (ISR) <ul style="list-style-type: none"> Download Report = Downloads a group of ISRs for the parameters selected Display Students = List of students for the parameters selected that can be downloaded as Individual or Group of ISRs 	PDF	X	X
View Reports	Individual Student Reports Grade 03–08 <ul style="list-style-type: none"> Grouped ISRs by school/grade 	PDF	X	X
	District-Separate Individual Student Reports <ul style="list-style-type: none"> Separate ISRs by student/content area, with MOSIS ID in the file name 	PDF	X	--
	Student Report Labels Grade 03–08	PDF	X	X
	District Data Download	CSV	X	--
Quick Links	Supplemental help files including report user guides and file layouts.	PDF	X	X

Student Roster Report

Student Roster Report shows student scores displayed in a table format. This report contains scale scores for the content area and reporting categories and performance level for the content area. Student rosters are organized at the school/grade level. These reports include a hyperlink to each student’s content area ISR.

The Student Roster is available in the Portal Interactive Reports menu under the Roster tab.

Sample Student Roster Report

Student Roster - Summative									
Student Name ↑	1 MOSIS ID	Grade	Gender	2 English Language Arts - Total Test Scale Score	3 English Language Arts - Performance Level	English Language Arts - Reading	English Language Arts - Research	4 English Language Arts - Writing	English Language Arts - Listening
JENNIFER STONE	123456789	03	Male	289	Below Basic	296	285	288	272
DAVID HENDERSON	987654321	03	Female	307	Below Basic	299	271	326	333
MICHAEL JAMESON	112233445	03	Male	383	Proficient	396	361	382	349
KELLY-ANNE JOHNSON	556677889	03	Female	338	Basic	332	317	407	320
DALE DAVIS	990011223	03	Female	361	Basic	375	160	416	352
KATHARINE SMITH	334455667	03	Female	402	Advanced	399	389	468	402
JAMES CAMPBELL	778899001	03	Female	351	Basic	353	363	399	160
MICHAEL JOHNSON	223344556	03	Male	330	Below Basic	342	308	328	316

- 1 **Student Demographic Information.** The student’s name is followed by the student’s MOSIS ID number, grade, and gender.
- 2 **Total Test Scale Score.** The student’s scale score for each content area tested.
- 3 **Performance Level.** This is the student’s performance level.
- 4 **Reporting Category Scale Score.** The student’s reporting category scale score per content area.

Item Summary Reports

Item Summary Reports are generated at the district, school, and examiner levels for each content area. Each of these reports contains similar information but comparison data are presented at different levels of aggregation. The Item Summary Report shows item performance alongside item standards to determine curriculum. The report is a tabular report with the list of test items with item-identifying information and item result summary data. It includes the results from all test items. NOTE: The Student Items table is accessed via a hyperlink in the Drill Down column on the school or examiner view.

Sample Item Summary Report

1 District Name	2 Grade	3 Content Area	4 Reporting Category	5 MLS Code	6 Priority Standard	7 Practices	8 DOK	9 Item Type	10 TE Item Subtype	11 Points Possible
SAMPLE DISTRICT 1	3	English Language Arts	Writing	3.L.1.A.a	No	P2.5	Recall	TE	DDM	2
SAMPLE DISTRICT 1	3	English Language Arts	Writing	3.L.1.A.e	No	P2.5	Recall	TE	DND	1
SAMPLE DISTRICT 1	3	English Language Arts	Writing	3.L.1.B.b	Yes	P2.5	Recall	TE	DDM	1

12 % Points Earned	13 Total # of Students	14 Average Points Earned	15 Total Points Earned	16 MLS Description	17 Item ID
82	215	1.65	354	In speech and written form, apply standard English grammar to: a. use regular and irregular verbs and simple verb tenses	931210
61	215	0.61	132	In speech and written form, apply standard English grammar to: e. use subject/verb agreement in sentences	978889
16	215	0.16	35	In written text: b. use an apostrophe to form possessives	931211

1 District Name.

2 Grade.

3 Content Area.

- 4 **Reporting Category.** This column provides the reporting category which represents a group/groups of similar content standards/expectations within each grade and content area.
- 5 **MLS Code.** This column provides the Missouri Learning Standards (MLS) code for the item.
- 6 **Priority Standard.** This column indicates whether or not the item is aligned to a priority standard within the MLS. The priority standards descriptions are included in the Priority Standards link located under the Quick Links tab.
- 7 **Practices.** This column provides the practices coding that identifies the way students acquire knowledge through inquiry, revision, and use of flexible thinking and learning from other perspectives. The descriptions of codes are included in the Practices Codes document located under the Quick Links tab.
- 8 **DOK.** This column provides the Depth of Knowledge for the item.
- 9 **Item Type.** This column provides the acronym for the item type. The item type description is included in the Item Type Acronyms document located under the Quick Links tab.
- 10 **TE Item Subtype.** This column provides the acronym for the item subtype. The item subtype description is included in the Item Type Acronyms document located under the Quick Links tab.
- 11 **Points Possible.** This column provides the points possible for the item.
- 12 **% Points Earned.** This column provides the percentage of points possible earned for the item.
- 13 **Total # of Students.** This column provides the number of students with valid scores in the content area.
- 14 **Average Points Earned.** This column provides the average points earned on the item by all students included in summary.
- 15 **Total Points Earned.** This column provides the total of actual points earned on the item by all students included in summary.
- 16 **MLS Description.** This column provides the Missouri Learning Standard description for the item.
- 17 **Item ID.**

Results Summary Reports

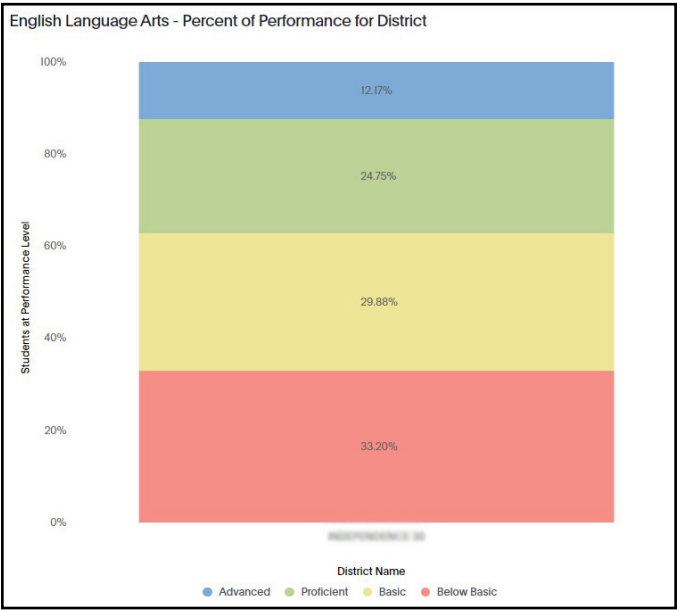
Results Summary Reports are generated at the district and school levels for each content area. Each of these reports contains similar information but comparison data are presented at different levels of aggregation.

The following reports are available under the Results Summary tab: Percent of Performance, Average Scale Score, Summary, Reporting Category - Average Scale Score, and Content Area Summary. Descriptions of each report are provided below. Sample reports provided are at the district level.

Percent of Performance

The percentage of students in each performance level for each content area is shown in a vertical bar graph format. Percentages are listed in the Y-axis. The view-level (district or school) is listed on the X-axis.

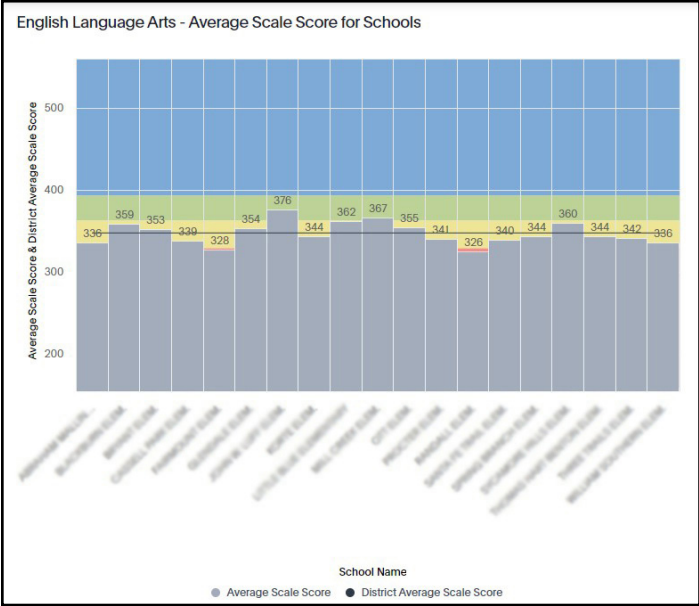
Sample Percent Performance Report



Average Scale Score

The average scale score for each content area is shown in a vertical bar graph format. This report compares the district average scale score to the school average scale score. Average scale scores are listed in the Y-axis. The view-level (district or school) is listed on the X-axis. There will be one bar per district or school.

Sample Average Scale Score Report



District or School Summary

The content area average scale scores and percent at each performance level are shown in a table format. This report can be run at the district, school, or examiner level.

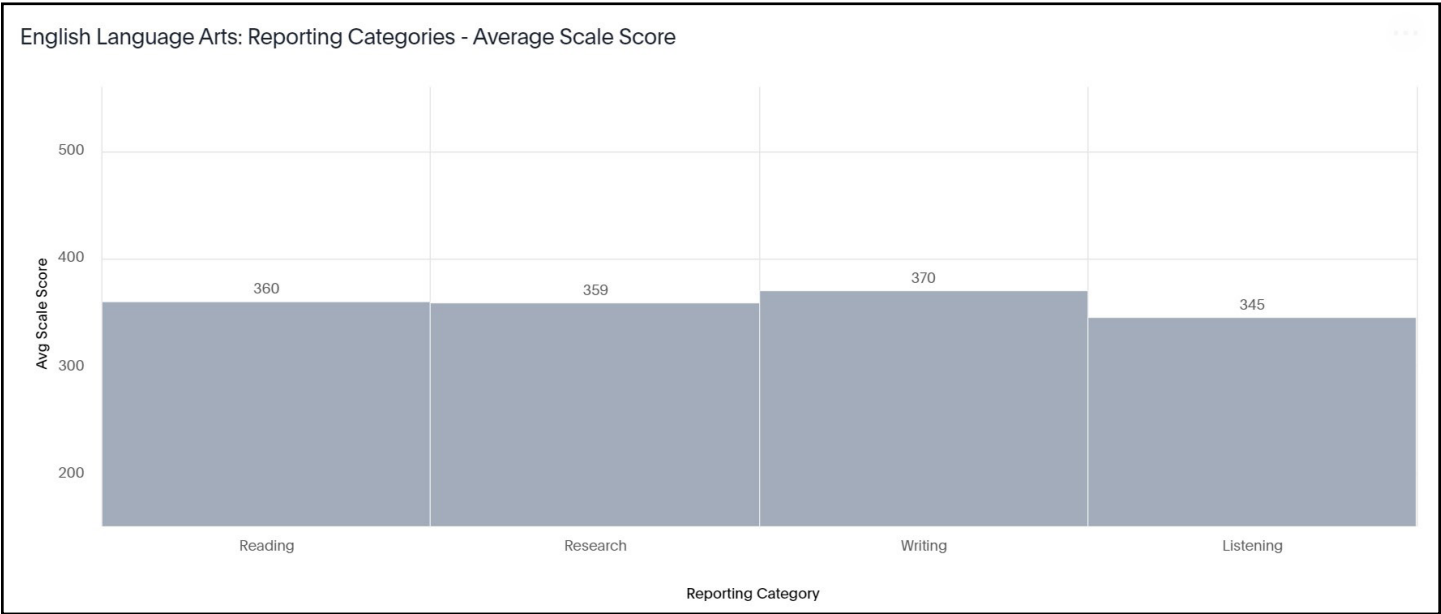
Sample District Summary Report

District Summary									
District Name ↑	Grade	Content Area ↑	# of Students	Avg Scale Score	Belo w Basic %	Basic %	Proficient %	Advanced %	District Grade 3 Reporting Categories
Adams Elementary	03	English Language Arts	17	357	29.41	29.41	17.65	23.53	English Language Arts
Adams Elementary	03	Mathematics	17	332	47.06	35.29	5.88	11.76	Mathematics

Reporting Category - Average Scale Score

The average scale score for the reporting category is shown in a bar graph format. This report is accessed via a hyperlink in the Reporting Categories column on the district/school/examiner summary table.

Sample Reporting Category - Average Scale Score Report



Content Area Summary

The total count of students and the reporting category average scale scores for each content area are shown in a table format. This report is accessed via a hyperlink in the Reporting Categories column on the district/school/examiner summary table.

Sample Content Area Summary Report

English Language Arts Summary				
Grade	Content Area	Reporting Category	# of Students	Avg Scale Score
03	English Language Arts	Reading	17	360
03	English Language Arts	Research	17	359
03	English Language Arts	Writing	17	370
03	English Language Arts	Listening	17	345

Lexile/Quantile Roster

The Lexile & Quantile Roster is generated at the school level.

The Lexile & Quantile Roster provides a list of student ELA Lexile and Mathematics Quantile scores and ranges.

Sample Lexile/Quantile Roster

Summative - Lexile & Quantile Roster							
1				2		3	
Student Name	Grade	Gender	MOSIS ID ↑	English Language Arts Lexile Score	Lexile Range	Mathematics Quantile Score	Quantile Range
THOMAS, HENRY	4	Male	100111001	520L	420L - 570L	420Q	370Q - 470Q
CONLEY, ANDREW	6	Male	100001001	920L	820L - 970L	900Q	850Q - 950Q
STREET, PHILIP	6	Female	100000101	950L	850L - 1000L	790Q	740Q - 840Q
WILL, ROBERT	6	Male	100010001	700L	600L - 750L	700Q	650Q - 750Q
STREET, PHILIP	4	Female	100111001	775L	675L - 825L	490Q	440Q - 540Q
WILLIAMS, HENRY	4	Female	100000101	780L	680L - 830L	600Q	550Q - 650Q
STREET, PHILIP	5	Female	100010011	1115L	1015L - 1165L	935Q	885Q - 985Q
STREET, PHILIP	3	Female	100111011	915L	815L - 965L	475Q	425Q - 525Q
STREET, PHILIP	6	Male	100000001	1150L	1050L - 1200L	950Q	900Q - 1000Q

- 1 Student Demographic Information. The student’s name, grade, gender, and MOSIS ID.
- 2 Lexile Score and Range. The student’s English Language Arts Lexile score and range.
- 3 Quantile Score and Range. The student’s mathematics Quantile score and range.

Reporting Category Summary Reports

Reporting Category Summary Reports are generated at the district and school levels. Reporting category, reporting category order, number of students, point possible, and average percent correct is presented in this report. Note that district/school overall and state overall tables are available as well, and appear under the main reporting category summary report.

Sample Reporting Category Summary Report

Summative Reporting Category Summary - District								
District Name ↑	School Name ↑	Grade ↑	Content Area ↑	# of Students	Reporting Category Order ↑	Reporting Category	Points Possible	Average Percent Correct
HOOPER CO. R-1	HOOPER CO. BLVD	3	English Language Arts	17	1	Reading	26	54.52%
HOOPER CO. R-1	HOOPER CO. BLVD	3	English Language Arts	17	2	Research	8	48.53%
HOOPER CO. R-1	HOOPER CO. BLVD	3	English Language Arts	17	3	Writing	14	65.55%
HOOPER CO. R-1	HOOPER CO. BLVD	3	English Language Arts	17	4	Listening	8	50%
HOOPER CO. R-1	HOOPER CO. BLVD	4	English Language Arts	12	1	Reading	26	43.91%
HOOPER CO. R-1	HOOPER CO. BLVD	4	English Language Arts	12	2	Research	8	54.17%

Sample Reporting Category Summary - District Overall Report

Summative Reporting Category Summary - District Overall							
District Name ↑	Grade ↑	Content Area ↑	# of Students	Reporting Category Order ↑	Reporting Category	Points Possible	Average Percent Correct
HOOPER CO. R-1	3	English Language Arts	17	1	Reading	26	54.52%
HOOPER CO. R-1	3	English Language Arts	17	2	Research	8	48.53%
HOOPER CO. R-1	3	English Language Arts	17	3	Writing	14	65.55%
HOOPER CO. R-1	3	English Language Arts	17	4	Listening	8	50%
HOOPER CO. R-1	4	English Language Arts	12	1	Reading	26	43.91%

Sample Reporting Category Summary - State Overall Report

Summative Reporting Category Summary - State Overall						
Grade ↑	Content Area ↑	# of Stu... ...	Reporting Category Order ↑	Reporting Category	Points Possible	Average Percent Correct
3	English Language Arts	61,215	1	Reading	26	52.8%
3	English Language Arts	61,215	2	Research	8	53.11%
3	English Language Arts	61,215	3	Writing	14	60.98%
3	English Language Arts	61,215	4	Listening	8	53.82%
4	English Language Arts	61,865	1	Reading	26	54.9%
4	English Language Arts	61,865	2	Research	8	60.95%
4	English Language Arts	61,865	3	Writing	14	63.13%
4	English Language Arts	61,865	4	Listening	8	61.69%

Batch Downloads

The Batch Download tab allows users to generate and download static reports. The following static reports are available under Batch Download: Student Test Item File, Reporting Category Report, and Individual Student Report (ISR).

Below is a screen shot of the reports available under Batch Download.



- 1 **Student Test Item File.** This report shows the student results for each item on a content area assessment.
- 2 **Reporting Category Report.** This report shows the points possible and percent correct by student/content area/reporting category.
- 3 **Individual Student Report.** This report allows you to download ISRs by group.

View Reports

The View Reports tab includes static reports that can be viewed and downloaded at the district and school level. The following reports are available under View Reports: Individual Student Reports, Student Report Labels, District Data Download.

Below are screen shots of the reports available under View Reports.

District View

Report Title ↕		Administration ↕	Report Type ↕	Date ↕
MAP Summative 2022 District-Separate Individual Student Reports	1	MAP Grade-Level Assessments 2022	District-Separate Individual student Reports	08/02/2022
MAP Summative 2022 District Data Download	3	MAP Grade-Level Assessments 2022	District Data Download	08/02/2022

School View

Report Title ↕		Administration ↕	Report Type ↕	Date ↕
MAP Summative 2022 Individual Student Reports		MAP Grade-Level Assessments 2022	Individual Student Reports Grade 03	08/02/2022
MAP Summative 2022 Individual Student Reports		MAP Grade-Level Assessments 2022	Individual Student Reports Grade 04	08/02/2022
MAP Summative 2022 Individual Student Reports	1	MAP Grade-Level Assessments 2022	Individual Student Reports Grade 05	08/02/2022
MAP Summative 2022 Individual Student Reports		MAP Grade-Level Assessments 2022	Individual Student Reports Grade 06	08/02/2022
MAP Summative 2022 Student Report Labels		MAP Grade-Level Assessments 2022	Student Report Labels Grade 03	08/02/2022
MAP Summative 2022 Student Report Labels		MAP Grade-Level Assessments 2022	Student Report Labels Grade 04	08/02/2022
MAP Summative 2022 Student Report Labels	2	MAP Grade-Level Assessments 2022	Student Report Labels Grade 05	08/02/2022
MAP Summative 2022 Student Report Labels		MAP Grade-Level Assessments 2022	Student Report Labels Grade 06	08/02/2022

- 1 Individual Student Reports.** The ISRs are available at the school and district level. The school level ISRs are grouped by grade and the district level includes separate student/content area ISRs for the entire district.
- 2 Student Report Labels.** The labels are grouped by grade.
- 3 District Data Download.** This is a district-level download of students with scale scores for the content area and reporting categories and performance level for the content area.

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